

Stage 1

Language disorders and Comprehension skills

Janey Walker
Croydon Park LaST

Based on statistics, in any one class there may be

- 5 students with a communication disorder
- 3 With a language learning disorder
- 1 With a chronic speech disorder
- 3 with speech/voice difficulties
- 1 with a fluency disorder (stuttering)
- 1 with hearing disorder

Session outline

- Review of terms
- Causes
- Expected language development
- Characteristics of language disorder
- What teachers can do
- Comprehension in stage 1

Quick reminder of the terms

- Language delay is when a child is progressing and meeting milestones, but at a slower rate than expected.
- Language disorder is When the expected development of language skills does not occur.
- Expressive language is processing between brain and mouth
- Receptive language is processing between ears and brain.
- Pragmatics refers to the social aspects of language

Causes

- Brain injury
- Hereditary
- Hearing loss
- Neurological disorder
- Unknown

Expected language development

Preschool

- Uses own grammar which is an approximation of adult grammar - over generalisations are common. e.g.(plural) sheeps for sheep or (verbs) goed for went or (auxiliary verbs) I did run fast.
- Is beginning to develop awareness of listener needs and begins to provide feedback information when introducing a new topic. e.g. Mum, I went shopping. Look at this.
- Gives simple descriptions of past events

Kindergarten

- Has grasped most grammatical rules but may still over generalise. (swimmed for swam, kept for kept, mouses for mice, they put the book in there)
- Contributes appropriately to classroom instructions, showing or expressing puzzlement if something is not understood
- Adapts language for social control, requests and for seeking information.
- Includes when, who, where , what in recounts.
- Uses language to explain, enquire and compare.

Expected language development

Year 2

- Judges whether a sentence is grammatically correct and adapts accordingly
- Uses tone, volume, pace, intonation pattern and gesture to enhance meaning
- Takes into account audience and purpose when speaking
- Can sustain a conversation with a variety of audiences. e.g. teacher, peers. parents
- Develops specific vocabulary to suit different purposes, e.g. language for description. classification. comparison. argument
- Shows evidence of language cohesion;
- Narrative logical, sequenced retells
- Recounts sequenced by time order
- Conversation sustained on topic
- Uses language to predict and recall
- uses language to interact with peers, e.g. collaborative activities

Common characteristics

- Difficulty constructing coherent sentences, using proper grammar, recalling words, or similar communication problems.
- Difficulty expressing thoughts, needs, or wants at the same level or with the same complexity as his or her peers.
- Word finding difficulties.
- Smaller vocabulary than his or her peers.
- Difficulty understanding what other people are saying to them. Humour, puns, idioms.
- Difficulty following instructions.
- Limited self help skills.
- Anxiety.
- Frustration.
- Tiredness.
- Poor social skills

Common characteristics

- Difficulty with changes in routine
- Difficulty with reading comprehension.
- Difficulty learning to decode words- due to poor phonemic awareness.
- May have difficulty with written text and spelling.
- Think and reason differently.
- Take longer than peers to respond in conversations or when questioned.
- Memory- may not be able to remember phone numbers etc.
- Difficulty understanding, answering and asking questions
- Difficulty determining appropriate communication- i.e.- difference between talking to a friend, a parent or a teacher.
- Difficulty telling news.

“Some people think these children are being deliberately stubborn or obnoxious, but this is not the case. They simply do not understand what is being said.”

[Mixed receptive-expressive language disorder - children, causes, DSM, people, brain, skills, health, Definition
http://www.minddisorders.com/Kau-Nu/Mixed-receptive-expressive-language-disorder.html#ixzz25OEAGhhn](http://www.minddisorders.com/Kau-Nu/Mixed-receptive-expressive-language-disorder.html#ixzz25OEAGhhn)

What can teachers do?

- Teach self help skills.
- Ensure you have student attention- use cues.
- Give thinking time.
- Have a routine and visual time table.
- Scaffold sentences and answers.
- Do lots of phonemic awareness activities.
- Use lots of visuals.
- Don't yell.
- Allow partner practice of answers and skills.

What can teachers do?

- Allow some down time- rest and catch up.
- Minimise distractions and where possible extra noise.
- Limit speed and number of instructions and provide cues. Give instructions in order. Add pauses to your instructions.
- Teach vocabulary.
- Review review review
- Work towards being a explicit and systematic teacher.

Comprehension strategies

RES1.5, RS1.5 , RES 1.6, RS1.6, RES 1.7, RS1.7, RES1.8, RS1.8

- Literary text and factual texts
- Prediction
- Orientation
- Identifies beginning middle and end of text
- Sequencing
- Retell
- Talks about different parts of text (i.e.- cover, title page etc)
- Talks about their opinion of text
- Relates own experience to texts
- Follows simple instructions in text
- Visual literacy
- Who, what, when where, why and how. Identifies thinking and feeling words
- Identify intended audience
- Intended authors purpose
- Inferences

Success is possible

- But...it is dependent on teachers and the teaching a student receives.



References

- www.pjlanguagelearningassistance.com
- http://wps.prenhall.com/chet_pence_language_1/63/16327/4179951.cw/index.html
- <http://www.healthofchildren.com/L/Language-Disorders.html>
- <http://www.minddisorders.com/Kau-Nu/Mixed-receptive-expressive-language-disorder.html>
- [Mixed receptive-expressive language disorder - children, causes, DSM, people, brain, skills, health, Definition http://www.minddisorders.com/Kau-Nu/Mixed-receptive-expressive-language-disorder.html#ixzz25OEAGhn](http://www.minddisorders.com/Kau-Nu/Mixed-receptive-expressive-language-disorder.html#ixzz25OEAGhn)
- Gough, F. Brent, M. Robinson, S.
One in Eleven: Practical Strategies for Teaching Adolescents with a Language Learning Disability